

Navigating a Crisis in Your Building or District

Michelle Strain

Oklahoma State Department of Education



OKLAHOMA
Education



Oklahoma State Department of Education (OSDE) Crisis Team



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COMPREHENSIVE SCHOOL CRISIS MANAGEMENT

CALL: 405-397-7108



The OSDE Crisis Team helps school districts in all phases of crisis management- prevention, protection, mitigation, response, and recovery. The team addresses both hazard-based and threat-based crisis with a specific emphasis on balancing physical and psychological safety for school communities.

Ways OSDE Crisis Team Can Help

The Crisis Team can help classrooms, schools, districts, and/or communities with:

- About 35 PREPaRE Trained Crisis Responders, about $\frac{1}{3}$ are LMHPs
- Training and Professional Development (including PREPaRE)
- Assistance with Emergency Operations Planning (EOPs)
- Crisis Response Assistance and/or Collaboration
 - Resource Support
 - Crisis Collaboration
 - In-person/ Virtual Assistance & Response
 - Connecting School & Community Supports
- *“As little or as much support as needed”*

RESPONSE DATA

FEBRUARY 2021 THROUGH DECEMBER 2022

TOTAL RESPONSES
189

TEAM INITIATED
55

STUDENTS INVOLVED
216

**PSYCHOLOGICAL
FIRST AID PROVIDED**
417

**CRISIS TEAM
MEMBERS UTILIZED**
141

**DISTRICTS
RESPONDED TO**
112

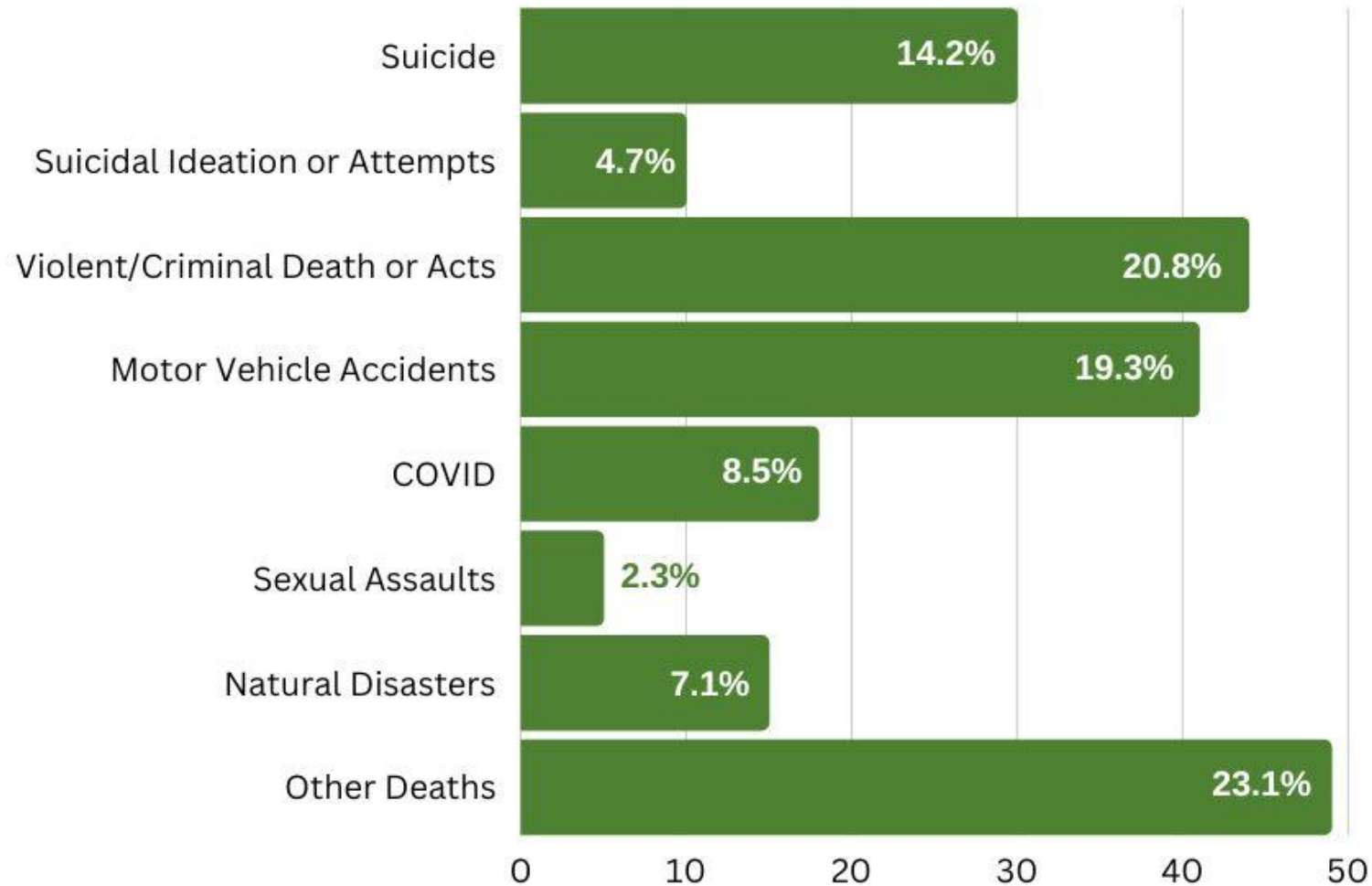
**ELEMENTARY
SCHOOLS**
73

MIDDLE SCHOOLS
67

HIGH SCHOOLS
94

CRISIS BY TYPE

FEBRUARY 2021 THROUGH MARCH 2023

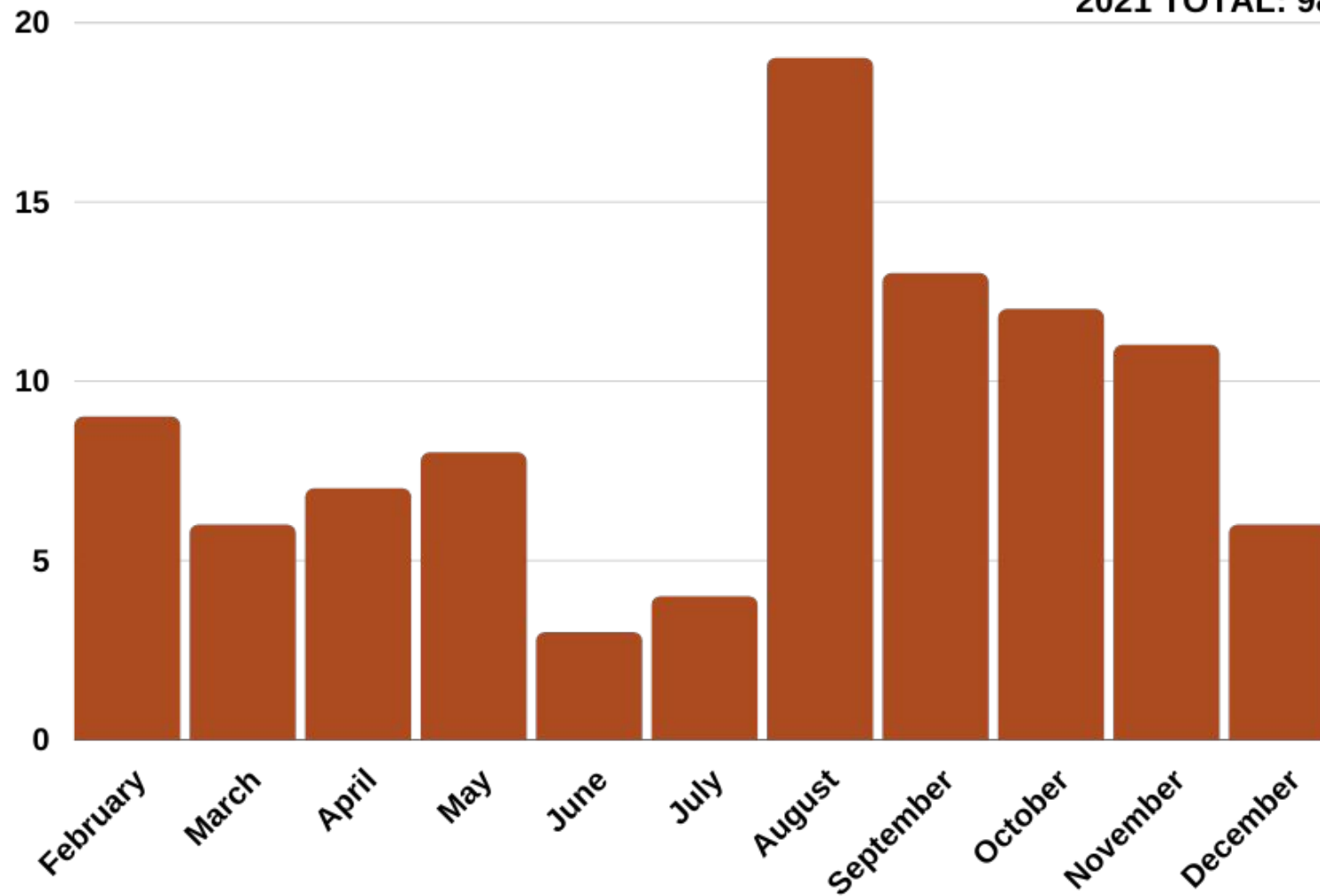


Total: 212
Total Violent Criminal Acts: 49 | 23.1 %

CRISIS RESPONSE DATA

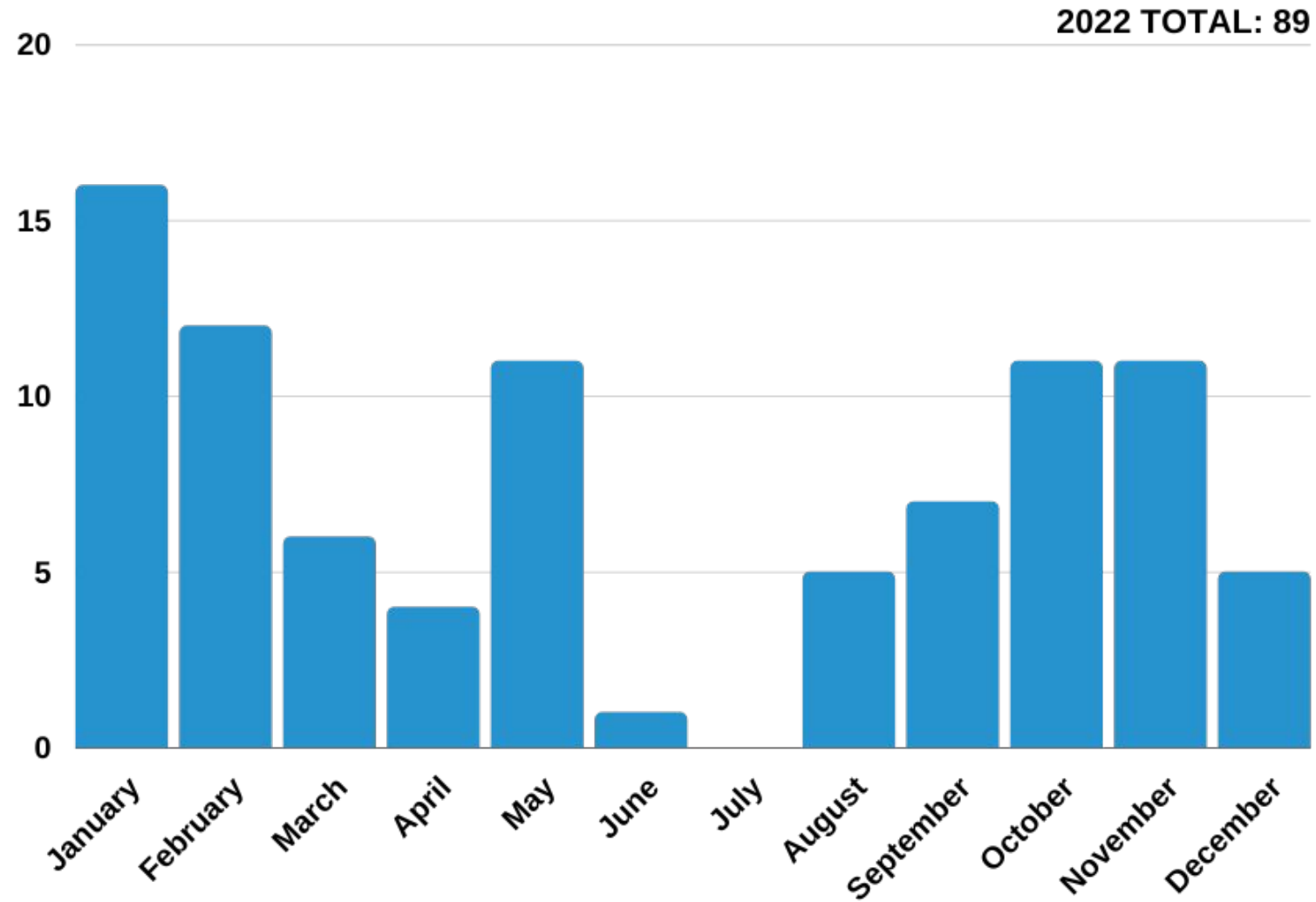
2021

2021 TOTAL: 98



CRISIS RESPONSE DATA

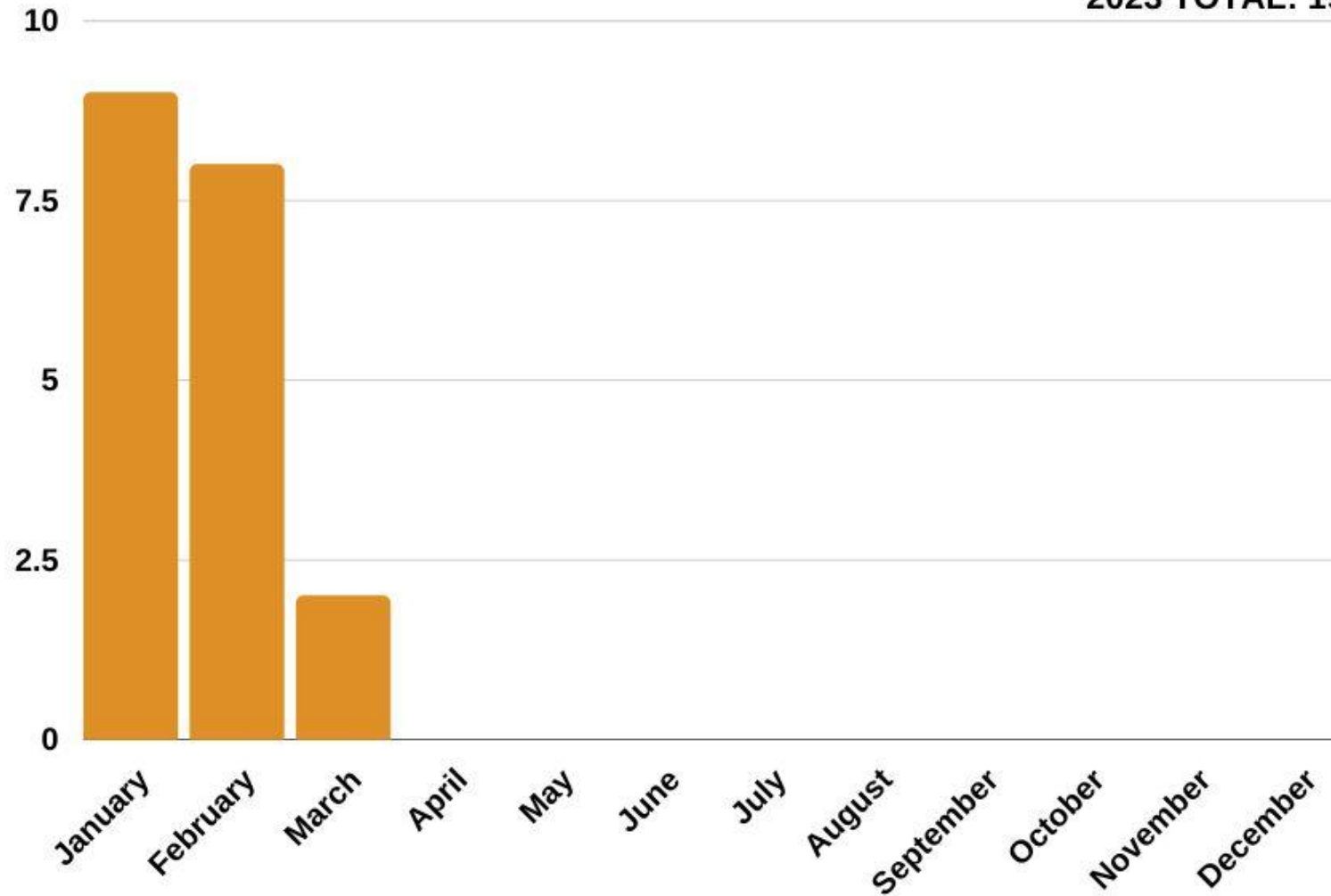
2022



CRISIS RESPONSE DATA

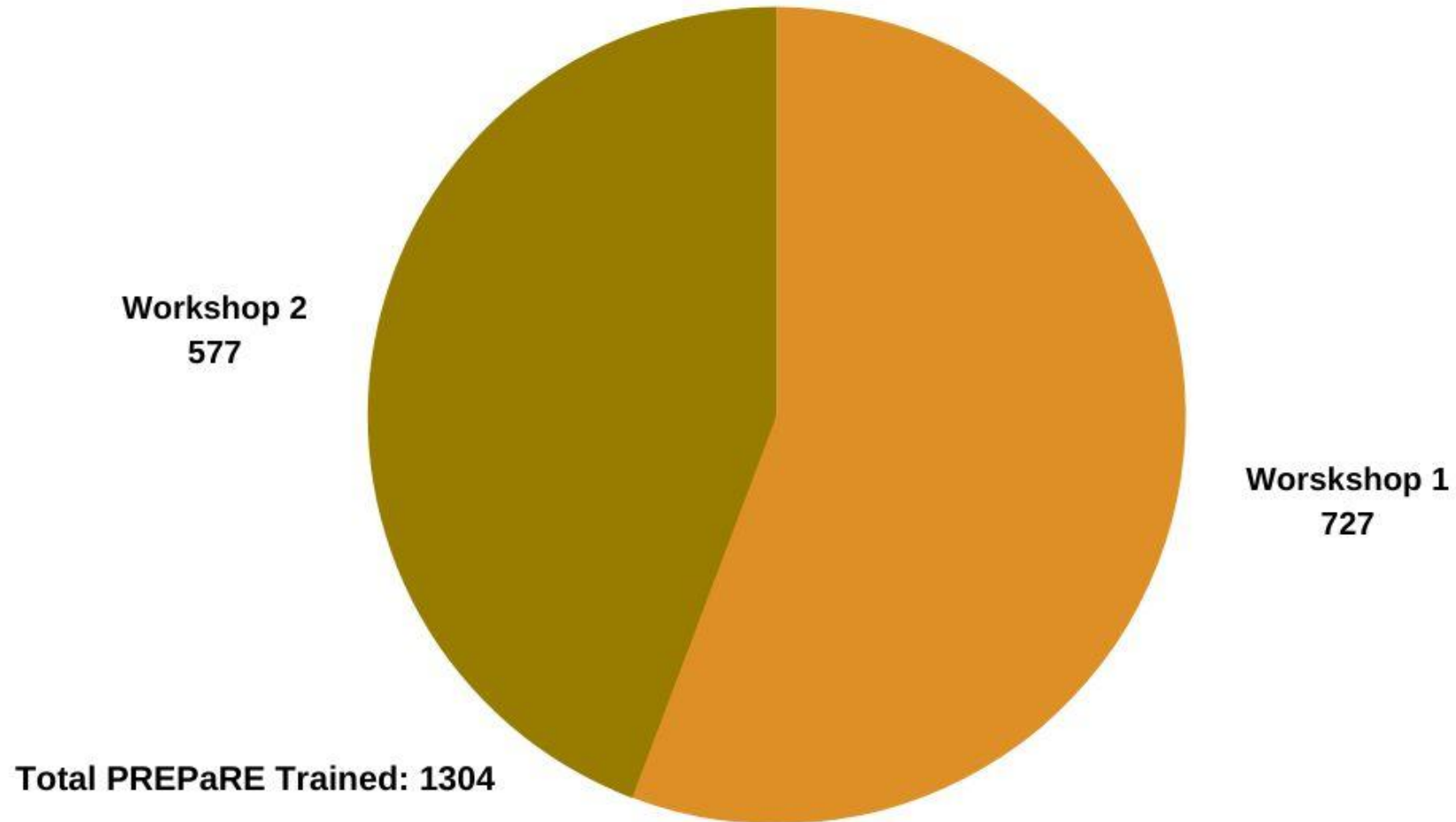
2023

2023 TOTAL: 19



PREPaRE TRAINED BY OSDE

FEBRUARY 2021 THROUGH MARCH 2023



OSDE Crisis Team: Professional Development

Training Request:

<https://sde.ok.gov/crisis-preparedness-response/professional-development>

Other Presentations

- Mental Health and Suicide Prevention
- Crisis Team Training
- Identify and Help At-Risk Students
- Trauma and the Brain
- Crisis Response as an Multi-Tiered System of Supports
- Responding to Grief
- Self Care
- Bullying Prevention
- Case for Hope

People Trained by the Prevention and Intervention Team

July 1, 2022 through
Dec. 31, 2022

7,940

People Trained by the Prevention and Intervention Team

Jan. 1, 2023 through
June 30, 2023

630

PREPaRE Conceptual Framework

Workshop 1:
Comprehensive
School Safety
Planning: Prevention
Through Recovery
(3rd Ed.)

Workshop 2:
Mental Health Crisis
Interventions:
Responding to an
Acute Traumatic
Stressor in Schools
(3rd Ed.)

P	Prevent and prepare for crises
R	Reaffirm physical health & welfare and perceptions of security and safety
E	Evaluate psychological trauma risk
P a R	Provide crisis interventions and Respond to mental health needs
E	Examine the effectiveness of crisis preparedness

Upcoming PREPaRE Trainings

Leedey, Hammon and Vici public schools	March 21, 2023
Elk City Public Schools	5/22/2023
Bishop Kelley	May 25, 2023
Checotah Public Schools	May 30, 2023
Great Plains Tech Center - Lawton	May 31, 2023
Enid Public Schools	May 30-June 1, 2023
Tecumseh Public Schools	June 13

**Districts with
PREPaRE
Trained
Personnel**

86

The Golden Rule of Crisis

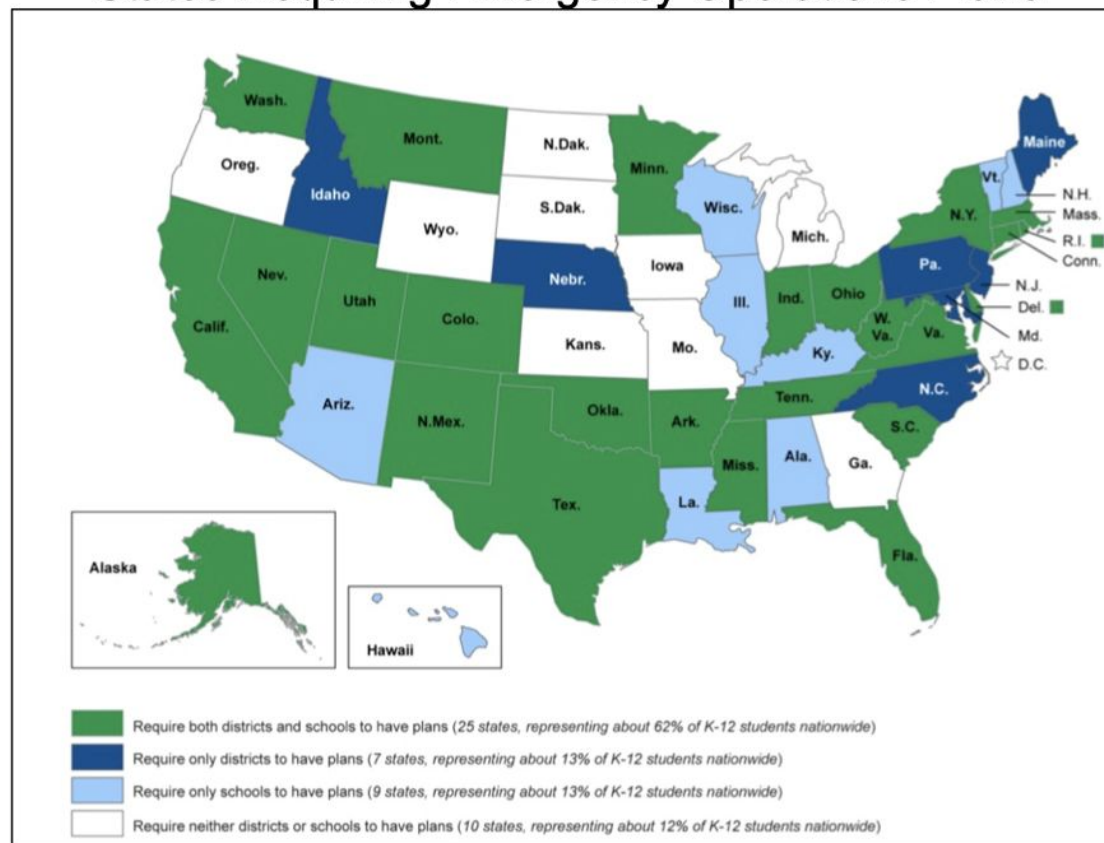
Do no harm.

Provision of Crisis Intervention Is Expected (cont.)

States Requiring Emergency Operations Plans

20 states require plans
address recovery

49% of district plans
address recovery



Five Mission Areas of Preparedness

- 1. Prevention:** Avoid, prevent, or stop crises
- 2. Protection:** Safeguard against crises
- 3. Mitigation:** Lessen impact, reduce damage
- 4. Response:** Reduce traumatic stress, stabilize, assist
- 5. Recovery:** Return to precrisis function, restore

WS 1

WS 2



Name the five mission phases of crisis preparedness.



What is a crisis?

- Something that causes pain, shock, or negative consequences
- Something that you don't have control over
- Something that cannot be predicted

Events that May Require Crisis Intervention

Life threatening illness

Assault

Fires or arson

Explosions

Sudden fatal illness

Homicide

Domestic Violence

Terrorist Attack

Prisoners of War

Hijackings

Hurricanes

Tornado

Volcanic Eruption

Tsunami

Nuclear accident

Exposure to noxious agents or toxic waste

Disfigurement or dismemberment

Road, train, and maritime accidents

Suicide attempts/ideation

Human aggression

Kidnappings

Invasions

Hostage taking

Torture

Flood

Earthquakes

Avalanche or landslide

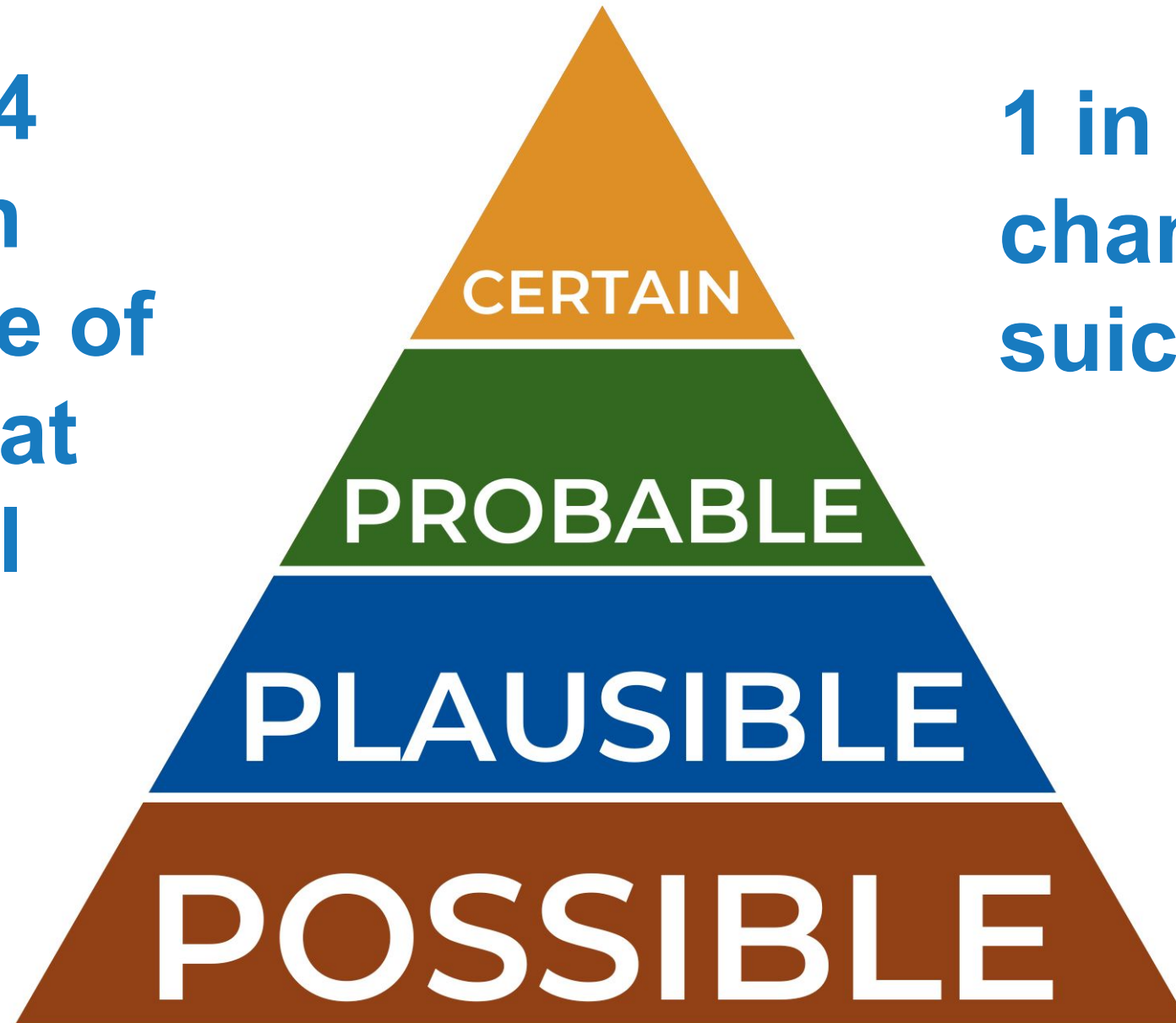
Lightning strikes

Airline crash

Dam failure

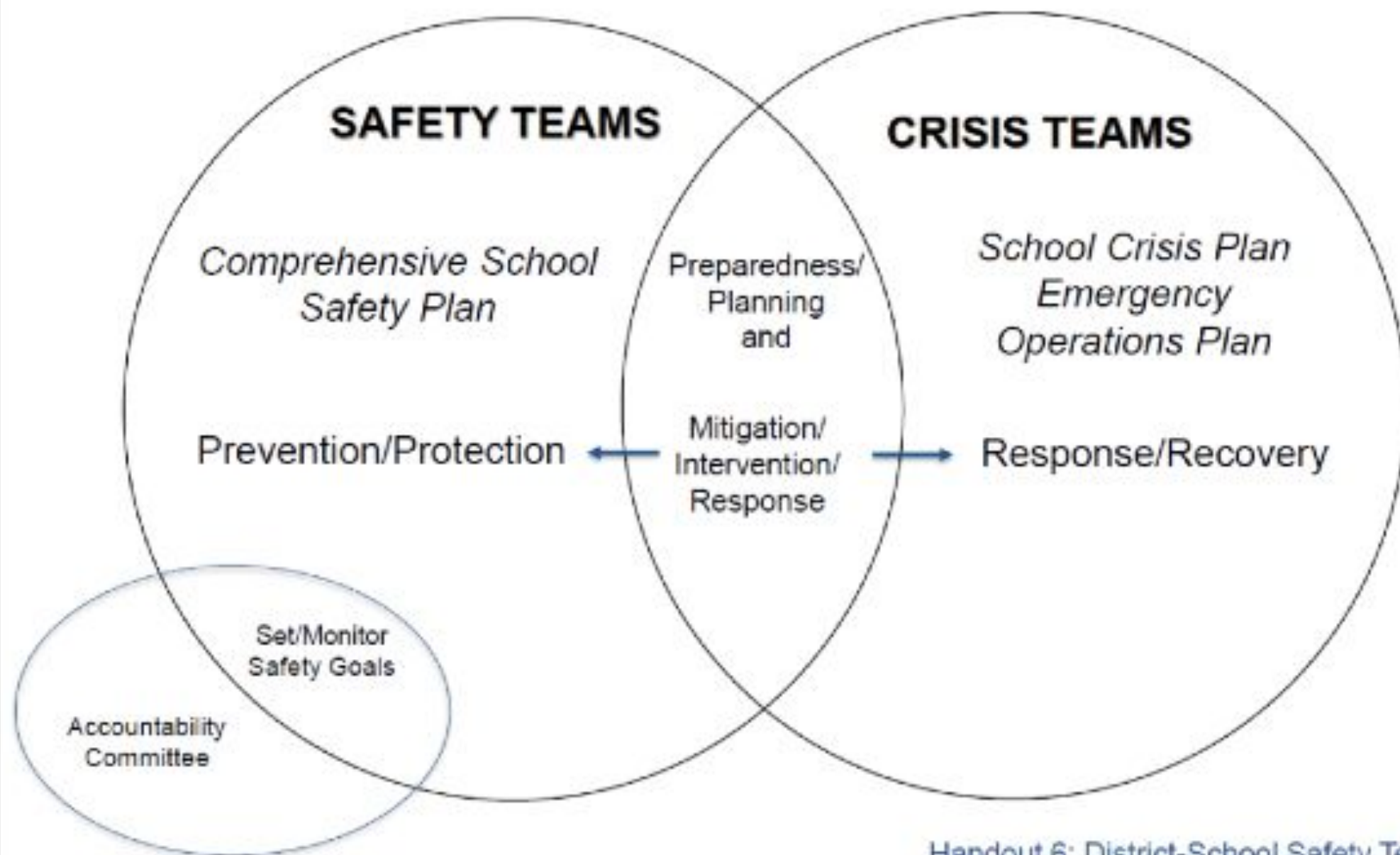
Construction or plant accident

**1 in 1.4
million
chance of
dying at
school**



**1 in 10,000
chance of a
suicide death**

Safety and Crisis Teams



- The Incident Command System and the multidisciplinary crisis response team
 - PREP_aRE advocates placing a Mental Health Officer in the Command Staff



Incident Command System

Who would you choose?

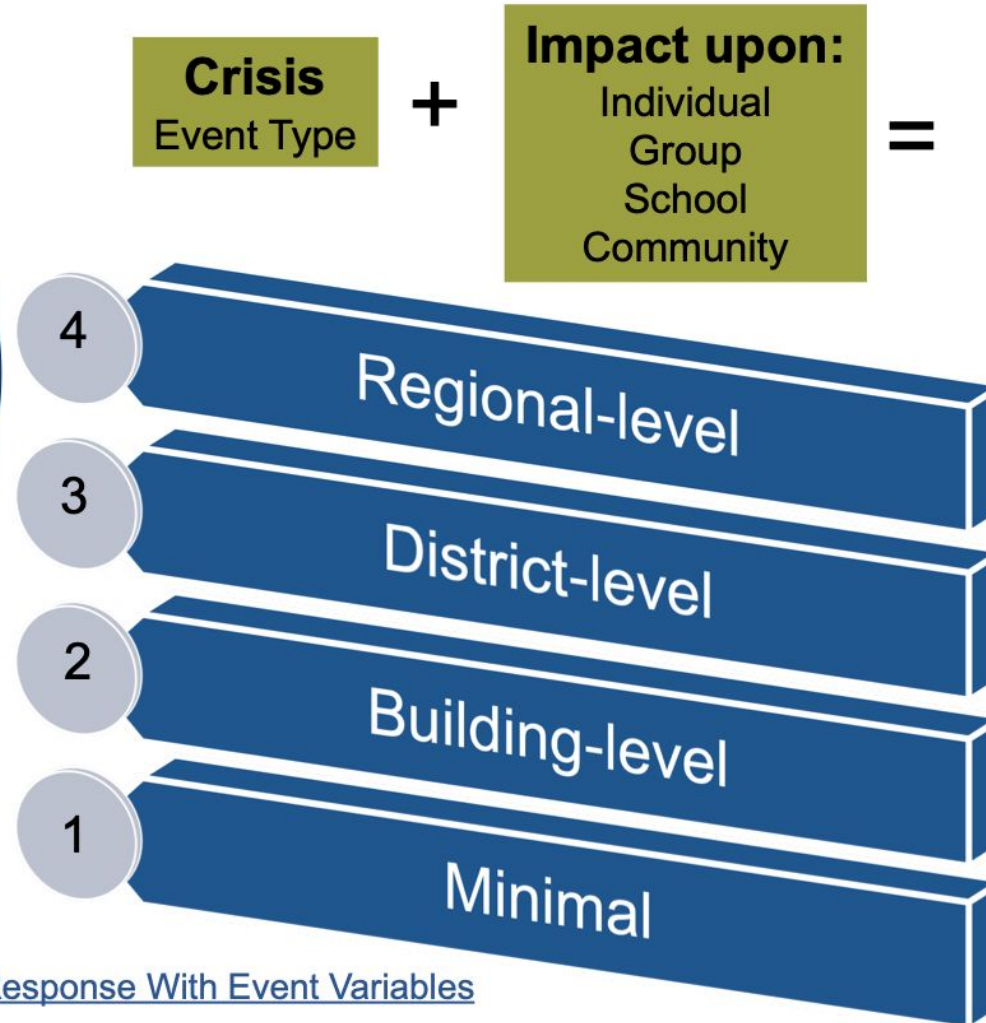
1. Incident Commander	6. Planning Section Chief
2. Safety Officer	7. Operations Section Chief
3. Liaison Officer	8. Logistics Section Chief
4. Public Information Officer	9. Finance/Administration Section Chief
5. Mental Health Officer	

ICS: Levels of Response



Unified Command Team

- Building-level ICS Team
- District-level ICS Team
- Community Responder ICS Teams (e.g., fire, police)

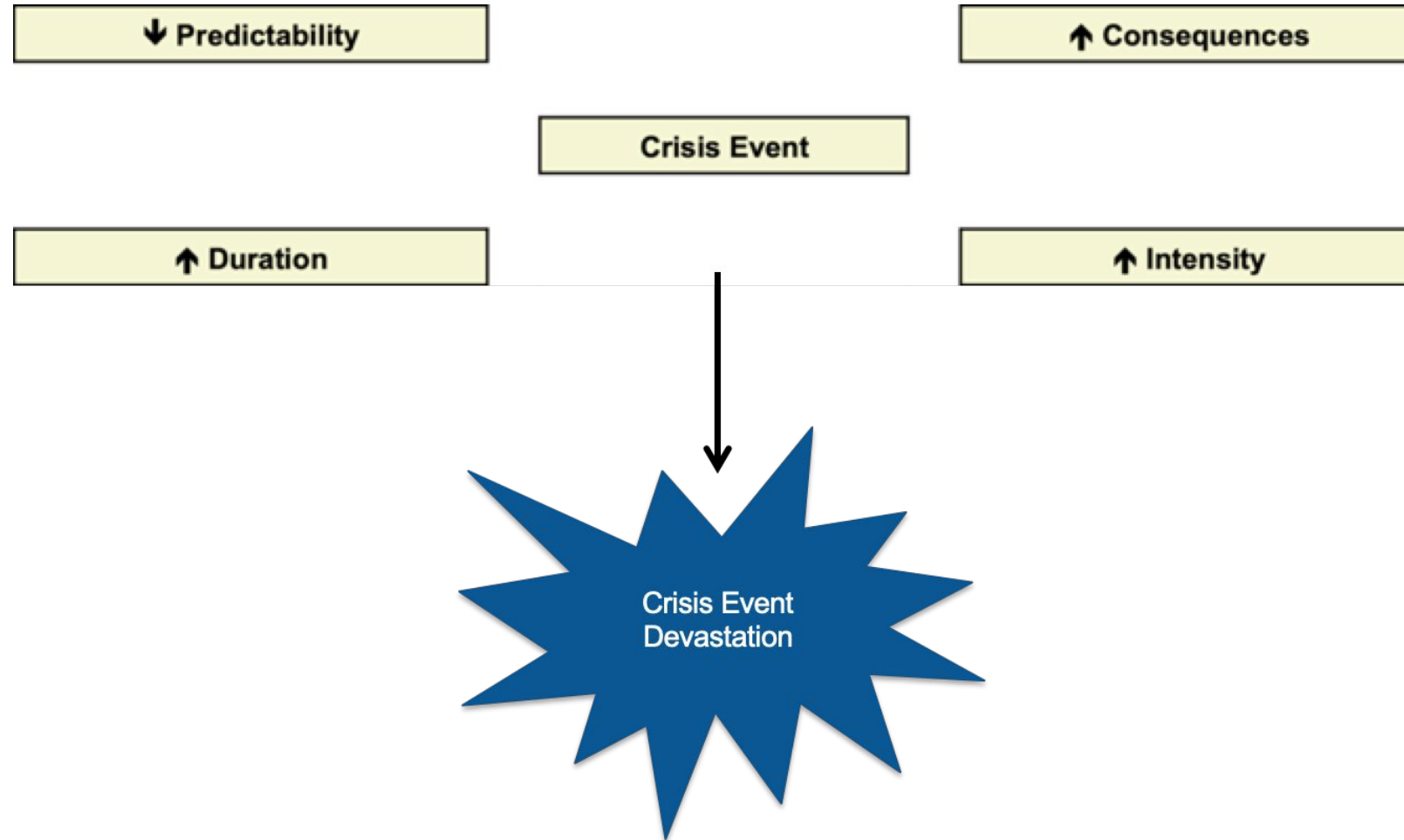


Handout 12: Matching Levels of Crisis Team Response With Event Variables



Define the four school crisis/ICS team response levels.

Impact of Crisis

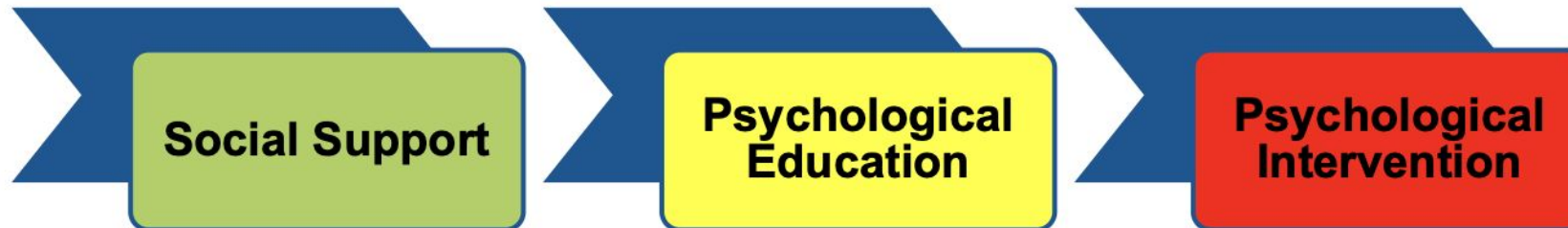


Functional Annexes





PREPaRE WS2: Three Mental Health Crisis Intervention Classifications

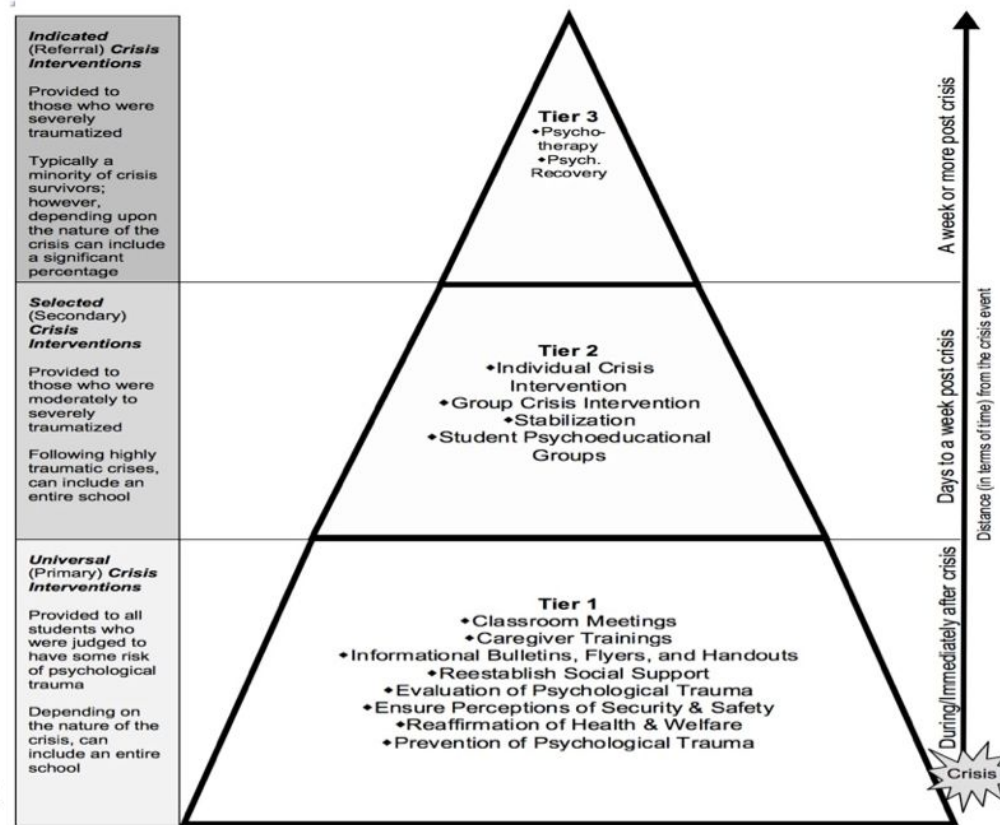


Conducting Psychological Triage: Levels of Triage

Level	Timing	Variables	Goals
Primary	Before providing interventions	Selected risk factors (exposure/vulnerabilities) + early warning signs	<ol style="list-style-type: none"> 1. Estimate number of crisis interveners needed 2. Establish initial treatment priorities 3. Make initial individual intervention decisions
Secondary	During delivery of interventions	Risk factors + early & enduring warning signs	<ol style="list-style-type: none"> 1. Refine treatment priorities 2. Refine individual intervention decisions 3. Begin to consider psychotherapeutic care needs
Referral	As school interventions conclude	Risk factors + enduring warning signs	<ol style="list-style-type: none"> 1. Identify ongoing psychotherapeutic care needs



Levels of School Mental Health Crisis Interventions



Handout 24 has a more accessible view of this chart



Place PREPaRE mental health crisis interventions on a multitiered continuum ranging from least to most restrictive.

Psychological Triage

- Identifies ongoing treatment needs
 - Severe or dangerous reactions
 - Enduring reactions
 - Mental illness (e.g., PTSD)
 - Requires a tracking system



Crisis Triage Summary Sheet

District _____ School _____ Date _____

Date	Name	Teacher	Risk Category	Crisis Intervener	Parent Contact?	Status

Risk Category: V-Victim; I-Indirectly involved; W-Witness; F-Familiarity with victim(s); MI-Pre-existing mental illness; DIm-Developmental immaturity; TH-Trauma History; R-lack of resources; Em-Severe emotional reactions; PT-Perceived threat
Status: A-Active (currently being seen); W/C-Watch and consult (not currently being seen); F-Needs follow-up; I/A-Inactive (not being seen and no follow-up needed); PT-community-based psychotherapeutic treatment referral (immediate crisis intervention not sufficient)

Resources - Crisis Toolkit

CRISIS TOOLKIT

Office of Student Support Crisis Preparedness and Response

<https://sde.ok.gov/crisis-preparedness-response>

Crisis

- [Crisis Quick Action Guide Packet](#)
- [Crisis Team Checklist: Order of Operations](#)
- [Crisis Team Checklist by ICS Roles](#)
- [Crisis Triage Summary Sheet](#)
- [Crisis Script: Answering the Phone](#)
- [Crisis Script: Read to Students](#)
- [Crisis Script: Letter to Parents/Guardians](#)
- [Crisis Script: Staff Death Notification](#)
- [Incident Command System Roles and Flow Chart](#)
- [School Processing Session 60](#)
- [Crisis Go Bag: For the Classroom](#)
- [Crisis Go Bag: For the Crisis Team](#)
- [Care Stations and Psychological First Aid](#)

Resources - Crisis Toolkit

Suicide

- [Suicide Information Sheet](#)
- [Suicidal Ideation & Self Harm Best Practices](#)
- [Emergency Notification of Student in Crisis](#)
- [Safety Threat Assessment](#)
- [Individual Safety Plan Form](#)
- [Student Re-Entry Plan](#)

Child Abuse

- [Suspected Child Abuse/Neglect Best Practices](#)
- [Child Abuse Reporting Form](#)
- [Child Abuse DHS Investigation Form](#)

Homicidal Threats and Ideation

- [Guidance for School Staff: What should I do if I think a student might harm someone?"](#)
- [Emergency Notification of Student in Crisis](#)
- [Safety Threat Assessment](#)

Resources - Crisis Toolkit

Sexual Assault and Dating Violence

- [Sexual Assault Reporting Best Practices](#)

Memorials

- [Guidance for Memorials at School](#)
- [Sample Memorial Policy](#)
- [Memorial and Commemorations](#)

Other Resources

- [Third-Party Statement Form](#)
- [Guide to Developing High-Quality School Emergency Operations Plans](#)
- [Student Psychoeducational Groups in School Crisis Intervention](#)
- [Every Opportunity - Video on School Climate from Atlanta Speech School](#)
- [I Love You Guys Foundation - Free information on Reunification and Training](#)
- [OSDE Addressing Grief and Loss](#)
- [Psychological First Aid Field Operations Guide](#)
- [Reporting Form Template](#)

Questions, Comments, Concerns?



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Evaluation

- Presenter: Michelle Strain
- <https://tinyurl.com/PAISeval>



Contact Information

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Office of Student Support

Crisis Preparedness and Response

<https://sde.ok.gov/crisis-preparedness-response>

References

- Brock, S.E., Nickerson, A.B., Reeves, M.A., Conolly, C.N., Jimerson, S. R., Pesce, R.C., & Lazzaro, B.R. (2016). *School crisis prevention & intervention (2nd Ed): The PREPaRE model*. Bethesda, MD. National Association of School Psychologists.

Tabletop Exercise

Tabletop Activity

1. Incident Commander	6. Planning Section Chief
2. Safety Officer	7. Operations Section Chief
3. Liaison Officer	8. Logistics Section Chief
4. Public Information Officer	9. Finance/Administration Section Chief
5. Mental Health Officer	

Action Steps

1. What are your first steps in this crisis situation?

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2. With this new information, what are your next steps? What parts of ICS should be immediately activated?

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3. How will your ICS team respond to the latest information?

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4. How will your team adapt to these circumstances?

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4. How will your team adapt to these circumstances?
5. What decisions will be made to effectively deal with this dynamic situation?

Action Steps

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2. With this new information, what are your next steps? What parts of ICS should be immediately activated?
3. How will your ICS team respond to the latest information?
4. How will your team adapt to these circumstances?
5. What decisions will be made to effectively deal with this dynamic situation?
6. How and when will this be communicated to students? Draft a response to student and come up with a plan on how it should be delivered.

Action Steps

1. What are your first steps in this crisis situation?
2. With this new information, what are your next steps? What parts of ICS should be immediately activated?
3. How will your ICS team respond to the latest information?
4. How will your team adapt to these circumstances?
5. What decisions will be made to effectively deal with this dynamic situation?
6. How and when will this be communicated to students? Draft a response to student and come up with a plan on how it should be delivered.
7. Draft a communication response to caregivers and the community. How will this be delivered?

Discussion

1. What was challenging?
2. What went well?
3. Were you prepared for handling this situation?
4. What about your feelings? What if you knew the student?
5. What would you change at this point and why?

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